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ABSTRACT

This publication contains 20 learning activities for developing basic skills while teaching about Japan at the secondary level. The activities are self-contained and each consists of a short description, followed by a five-item true or false test and five open-ended questions for student practice. The learning activities are followed by a checklist and a test to be used as pretest and posttest evaluation devices, respectively. Five learning activities are provided for developing each skill. For developing skills in reading, the learning activities involve describing the emperor, diagraming the Ie (family system), classifying sources of information, using reference books and using continuing sources. The learning activities which develop skill in applying critical thinking involve students in analyzing first impressions of Tokyo, retelling comic stories, understanding why and how people smile in Japanese culture, interpreting company songs, and contrasting celebrations. To develop skills in interpreting geography, students analyze landscapes, draw inferences, interpret satellite images, distinguish among prefectures, and evaluate boundaries. Students develop skills in understanding the history of Japan by making a timeline, identifying turning points, interpreting disasters, determining chronology, and evaluating the past. A brief guide to the implementing of the learning activities is also provided. (SY)

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Basic Skills in Asian Studies: Japan

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1986

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Basic Skills in Asian Studies: Japan

Abstract

One of the priorities of Asian studies in the secondary school is development of basic skills. These skills include reading about Asia, applying critical thinking about Asia, interpreting the geography of Asia, and understanding the history of Asia. To aid the teacher in this task during instruction about Japan, Basic Skills in Asian Studies: Japan provides twenty learning activities, a checklist of skills, and a test. Five learning activities are provided for developing each skill. Learning activities are introduced with a description and concluded with two opportunities for student practice. The checklist and test serve as a pretest and posttest evaluation device, respectively. A list of references is noted for further reading.

Basic Skills in Asian Studies: Japan focuses upon different topics as take-off points for development of basic skills. These topics include: the Emperor, Ie, primary and secondary sources, reference books, continuing sources, first impressions of Tokyo, popular comics, smiling, company songs, the last days of a year, artist's view of Japan, location of Japan, satellite images, prefectures, Northern boundaries, important dates, turning points, disasters, 1941, and change from a traditional to a modern nation. Using this content, students develop skills and "advance" to the basics in Asian studies.

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The World of Dew

Nakurmura was awakened by his clock radio. The program was an English lesson on the emergence of Japan as the largest nation in Asia. Its economy, said the announcer, was exceeded only by the Soviet Union and the United States. Its culture was shaped in a special way by geography and history.

When Paris and London were muddy villages, he noted, Kyoto already had a brilliant cultural life. When Americans first came to Japan in the 1850s, Japan already had a literacy rate which was probably higher than the United States and most of Europe.

What role, he asked, should Japan play in preserving peace in a region in which nearly two thirds of the world's population lives? Should Japan continue to be a partner with the United States? Nakurmura smiled wryly in response and murmured to himself:

The world is a world of dew.

And yet.

For Nakurmura, these were only two of the many questions which Japan must face in the future. Having lived through the Pacific War (1941-1945) and seen the phoenix of Japan rise from the ashes, he was confident that Japan could answer these questions in ways which would sustain traditional Japanese values. He was less confident of modern Japanese values but recognized that change was necessary. Japan had survived, he knew, because it could adopt, adapt, and be adept in establishing its place under the sun. Upon reflection, he was not sure whether it was Japan or the world that was of dew. For elementary and secondary students, study of Nakurmura's culture also offers an opportunity to

reflect upon Japan and the world as dew. One way for students to initiate and extend reflection is by development of basic skills.[1]

In social studies education an effective skills program develops both general and specific skills. Ten general skills are usually recommended to be developed. Eight of these skills are shared with other subjects; two skills are considered a primary responsibility of social studies education. The eight shared skills are:

Locating information;

Organizing information;

Evaluating information;

Acquiring information through reading;

Acquiring information through listening and observing;

Communicating orally and in writing;

Interpreting pictures, charts, graphs, and tables;

Working with others.

The two primary skills are:

Reading social studies materials;

Applying problem-solving and critical thinking skills to social issues.[2]

In Asian studies, general skills are typically associated with an "inquiry" model of thinking.[3] According to this model, general skills in Asian studies can be developed in any curricula.[4] Recent discussion of skills education affirms preference for development of general skills in the context of decision-making.[5] In this context, for example, Japan is regarded as content for a common way of inquiry. The range of appropriate learning activities is presumably global. But in practice, recommended learning activities seldom include Japanese content except at the lower levels of inquiry.

Moreover, common sense is typically applied in carrying out recommended learning activities. When confronted by different information about Japan, teachers of inquiry tend to process the information by analogies with the American experience. Study of the Japanese family, for example, often excludes the significant cultural differences between the family in Japan and in the United States. Accompanying skills outcomes tend to be indeterminate and vague. Further, explicit references to Japan are few and suggest that Japan is a terra incognita in general skills education.[6]

Specific Skills

In addition to the ten general skills, two specific skills are also recommended to be taught. The two specific skills are primary skills; they are:

Interpreting maps and globes;

Understanding time and chronology.

Specific skills in Asian studies are typically associated with a "disciplines" model of thinking, especially with the disciplines of geography and history. In this context, Japan is regarded as content for the development of inquiry distinctive to each discipline.

The variety of learning activities for developing specific skills is usually great. But in practice, recommended learning activities seldom included non-Western content in more than one discipline. Implicit rather than explicit references to Japan are more numerous. Especially in geography, recommended learning activities which develop specific skills imply a global perspective.[7] Quite different is the Western perspective implied by recommended learning activities which develop specific skills in history.

Yet, both disciplines claim that Japan is "covered" by their distinctive skills. The claim is supported by use of uniform maps, globes, and timelines

in developing specific skills. Unfortunately, use of these devices encourage uniform processing of information about the non-Western world. As a result, acquisition of easily manipulated abstractions about Japan is often substituted for precision in the classroom. Reliance upon uniform devices also encourages processing of information about the non-Western world with older ideas. Some learning activities, for example, process information about "when" by developing skill in using a uniform timeline. This device expresses well the observation of Sophocles that:

> All things the living and countless lapses of time
> Bring forth, displays, then hides once more in gloom.[8]

An "Advance" to the "Basics"

Accordingly, a "return" to these "basics" does not bode well for skills education nor Japanese studies. Judging from recommended learning activities, the "basics" include little Japanese content. Common sense is used in viewing darkly the terra incognita of Japan. Recommended learning activities for developing general skills enable a student to learn about the homeostatic world of the West. Uniform devices used in developing specific skills are mirrors rather than windows to the world of Japanese culture.

In contrast, increased study of Japan provides several take-off points for an "advance" to the basics in skills education. Inclusion of more Japanese content in learning activities makes possible more precise and global skill development. Appropriate learning activities include more Japanese content at different levels and stimulate different ways of inquiry in the development of general skills. They employ different devices for processing information about Japan in the development of specific skills.

One take-off point is a single topic which serves as the content for development of basic skills. A study of bamboo, for example, can serve as a

take-off point for the development of general and specific skills.[9] A second take-off point is infusion of different topics which serve as the content for development of primary social studies skills. Illustrative learning activities are described for this approach by Basic Skills in Asian Studies: Japan. Twenty learning activities are described for developing primary social studies skills. Five learning activities are described for developing each primary skill.

For developing skill in reading about Japan, learning activities focus upon:

1. describing the Emperor;
2. diagraming the Ie;
3. classifying primary and secondary sources;
4. using reference books;

and 5. using continuing sources.

For developing skill in applying critical thinking about Japan, learning activities focus upon:

6. analyzing first impressions of Tokyo;
7. retelling comic stories in their own words;
8. smiling appropriately when one misses a train;
9. interpreting loyalty in a company song;

and 10. contrasting and comparing celebrations of the last days of the year.

For developing skill in interpreting the geography of Japan, learning activities focus upon:

11. analyzing landscapes;
12. drawing inferences about location;
13. interpreting satellite images;
14. distinguishing among the prefectures;

and 15. evaluating boundaries in regard to the Northern Territories.

For developing skill in understanding the history of Japan, learning activities focus upon:

16. making a timeline of important dates;
17. identifying turing points in history;
18. interpreting disasters such as earthquakes;
19. determining when a major event occurred;
and 20. evaluating the past in terms of change from a traditional to a modern nation.

In carrying out these learning activities, the following procedures are recommended:

1. Allow adequate time for teaching;
2. Provide an encouraging instructional environment;
3. Teach each skill in small steps;
4. Correct student mistakes;
5. Have students practice each skill;
6. Recycle students through the new materials until they achieve mastery;
and 7. Evaluate student classwork with a pretest and posttest.[10]

Basic Skills in Asian Studies: Japan is useful for teaching procedures 3, 5, and 7.

To implement procedures 3 and 5, five learning activities are provided for developing each primary skill. Limited to two pages, each learning activity is a self-contained module of instruction. On one page, each learning activity is introduced with a Description of a small step towards acquiring each primary skill. On the second page, each learning activity provides two opportunities to practice the primary skill. Entitled Test Yourself, these opportunities are intended to provide practice and stimulate class discussion of the learning activity.

To implement procedure 7, a Checklist and a Test are provided to evaluate student classwork. The Checklist is a pretest of a student's knowledge of the four primary skills. It is divided into four parts; each part focuses upon a primary skill. On the Checklist, a student is asked to respond to five items which pertain to each primary skill. The student responds with a "yes," "no," or "sometimes." "Yes" responses may indicate further development is not necessary. "No" and "sometimes" responses indicate further development is necessary during the study of Japan.

The Test is a posttest of a student's knowledge of the four primary skills developed by the twenty learning activities. It is divided into four parts; each part focuses upon a primary skill. On the Test, a student is asked to respond to ten items which pertain to each primary skill. The student responds by making the best possible choice among four answers to multiple choice questions. The correct answer to the question is circled on the Test. The Test is also divided into two levels of achievement. Level I requires recall of the primary skill; Level II requires application of the primary skill. Twenty items are associated with each level.

The table of specifications for the Test is indicated below for skill content and skill level by item number.

	Skill Level		
Skill Content	I	II	(Total)
Reading Materials on Japan	1,3,5,7,9	2,4,6,8,10	10
Applying Critical Thinking about Japan	11,13,15,17,19	12,14,16,18,20	10
Interpreting the Geography of Japan	21,23,25,27,29	22,24,26,28,30	10
Understanding the History of Japan	31,33,35,37,39	32,34,36,38,40	10
(Total)	20	20	40

Basic Skills in Asian Studies: Japan was field tested with secondary students enrolled in the Northern University High School division of the Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50613. Adapted to student maturity, these materials were used in several ways. The checklist was used to determine the need to emphasize particular skills. Learning activities were infused during a unit on Japan and were a "text" for a separate skills class. The test was used as an independent evaluation measure. Other ways to develop primary social studies skills in Asian studies during a study of Japan can be readily devised by the creative teacher.

To aid the teacher in this task, a list of References concludes Basic Skills in Asian Studies: Japan. On the list, a reference is provided for additional information in order to extend each learning activity. Together, they suggest Japan will not remain a terra incognita in skills education. Moreover, they affirm skill development is basic during a study of Japan. Focusing upon the primary social studies skills, they offer hope that the serious decline in skill development can be abated with an appropriate advance to the basics in Asian studies and other social studies.

How secondary students are to learn about the world on one's own is one of the more important questions facing the social studies teacher. One answer to this question in Asian studies is by development of primary social studies skills during a study of Japan. Development of reading, thinking, geography, and history skills results in genuinely global knowledge of the Japanese culture; it enables students to become amphibians across the multiple spheres of place and time. Concerned with the heart and mind of each student, basic skills in Asian studies enable students to understand better that both Japan and the world are and are not of dew.

Learning Activities to Develop Skill in Reading

1. Describing the Emperor

Description: The present Emperor - "His Majesty Emperor Hirohito," was born in 1901 in Tokyo and acceded to the throne on December 25, 1926. His reign began the Showa or "Enlightened Peace" Era; it has become the longest reign by a monarch in Japan's history. Emperor Hirohito is the 124th of Imperial lineage of Japan. According to myth, the first emperor was Emperor Jimmu who was descended from the Sun Goddess. Although the reigns of the first 39 emperors are not known precisely, the lineage can be traced back to the 6th century A.D. The Japanese Imperial family is one of the oldest reigning families in the world.

Noted below is a Japanese description of the present emperor.[11]

> Unlike many of the royal houses of Europe, where once powerful absolute monarchies are now replaced by constitutional monarchies, Japan's Imperial family has seldom held real authority. Except for brief interludes in history, the Japanese emperor has always been surrounded and maneuvered by dominant families and personalities. Because the Emperor was more a symbolic figure rather than a ruling figure, the Imperial family has weathered many monumental changes throughout the history of Japan.
>
> . . . Emperor Hirohito has always been skeptical about his own "divine" status, but prior to World War II, the military that controlled Japan found it convenient to cultivate "Emperor worship" and all acts were carried out in the name of the Emperor. He was deemed a sacred figure and it was forbidden for anyone to look at him directly. In front of his portrait or picture, and naturally in his presence, citizens had to bow low in reverence. It was not uncommon to find many Japanese not knowing what their Emperor looked like before World War II.
>
> Following Japan's defeat, the Emperor, in one of his most historic acts, issued a statement denying his own "divinity." The new Constitution adopted by Japan in 1947 states that "the Emperor shall be the symbol of the state and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power."

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. The present Emperor of Japan is Hirohito.

_____ 2. The present Emperor of Japan was emperor during "World War II."

_____ 3. According to myth, the emperor is descended from God.

_____ 4. Japan's Imperial family has usually been the most powerful family.

_____ 5. This description is an example of a biographic sketch.

II.

1. Use a library reference and note five additional facts about Emperor Hirohito.

2. According to the royal calendar used in Japan, 1926 was Showa 1. What is the current year on this calendar?

3. Contrast and compare Hirohito with Emperor Meiji.

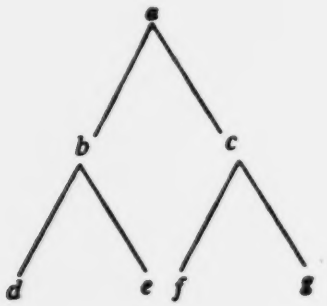
4. Is it correct to say that the emperor is to Japan as the United States is to the President? Explain your answer.

5. Using the additional facts noted above and the facts noted on the verso, write a biographical sketch of Hirohito.

2. Diagramming the Ie

Description: The Ie is a Japanese word for their family system. It is the basic unit in which the household head holds power. In Traditional Japan, the household head was a male; he was the official representative of the family. Women were submissive to the male head. Problems within the household were solved within the household. The husband led in the resolution of quarrels and the wife obeyed. The Ie relationship was also described as a personal relationship common to many groups. It was a vertical relationship between a patron and protege, landlord and tenant, master and disciple. What matters was local and personal contact. Individuality was seldom encouraged as "we" was more important than "I."

One way to diagram the Ie is shown below.[12]



Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. The Ie is a Japanese word for their government.

_____ 2. Males and females were considered equals in Traditional Japan.

_____ 3. Ie relationships were usually personal.

_____ 4. The diagram of the Ie noted on the verso illustrates a vertical organization of a group.

_____ 5. Most likely, the Ie remains important in Japan today.

II.

1. Translate the diagram of the Ie into words.

2. Suppose a sudden death occurred to the leader of the Ie group. Would the group probably survive its leader's death or split into other groups? Give a reason for your answer.

3. Contrast and compare the Ie with the American family system.

4. List three ways in which the Ie developed unity among its members.

5. Is it correct to say that the relationships between members of an Ie group were relationships between equals? Explain your answer.

3. Classifying Sources

Description: Sources can be divided into two groups. One group includes original accounts. They are first hand accounts which provide information about an event when it happened. For example, a speech by Hirohito is a first hand account. Similar first hand accounts are classified as primary sources. The second group includes sources which are not original. They are second hand accounts which provide other than eyewitness information about an event. For example, a biography of a Japanese leader written by someone who did not know the leader personally, is a second hand account. Similar second hand accounts are classified as secondary sources. Primary sources are usually more useful as they provide information furnished by people involved in the event described by the sources. Like secondary sources, however, the information may or may not be true.

Some sources on Japan include the following:

Background narrative in a textbook;

A biography of the first emperor of Japan published this year;

A reprint of the 1868 Constitution of Japan;

Definitions of important Japanese terms in a glossary;

An encyclopedia on Japan;

The television miniseries entitled "Shogun;"

The "surrender" speech of Emperor Hirohito;

The "Black Ship" scroll which depicts Perry's visit to Japan.

Test Yourself:

I. Circle the primary sources listed above. Underline the secondary sources. Label with the letter F any source which is fiction. Determine if the following statements are true or false about these sources. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. All of the sources are primary or secondary sources.

_____ 2. Each of the underlined sources is a first hand account.

_____ 3. Each of the circled sources was written by a person involved in the event described by the source.

_____ 4. Primary and secondary sources are true accounts.

_____ 5. A history textbook is a secondary source.

II.

1. Make a list of the secondary sources underlined above. Change the title of the source to indicate, if actually written, a primary source of information.

(A) List of Secondary Sources	(B) Changes into Primary Sources
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using the sources listed in (B), answer the following questions with a "yes" or "no."

2. Does list (B) indicate first hand accounts?
3. Does list (B) indicate the author was involved in the event described by the source?
4. Does list (B) include examples of fiction?
5. Use the library and make a list of 5 primary sources and 5 secondary sources not included above.

4. Using Reference Books

Description: Reference books can be divided into two groups. One group includes reference books which contain information on Japan and other places in the world. These books include almanacs, atlases, collections of primary sources, dictionaries, and encyclopedias. These books are called general references. The other group includes reference books which contain information on Japan and not on other places in the world. These books are called special references. Some of the general and special reference books on Japan are listed below.

General Reference Books

Facts on File (New York: Facts on File, Annual)

Showers, Victor, World Facts and Figures (New York: Wiley, 1979)

Times Atlas of World History (New York: Hammond, 1978)

Worldmark Encyclopedia of Nations (New York: Wiley, 1976)

Historical Maps on File (New York: Facts on File, 1984)

Special Reference Books

Tsunoda, Ryusaku, Sources of Japanese Tradition (New York: Columbia, 1958)

Japan (Washington D.C.: Government Printing Office, 1983).

Kodansha Encyclopedia of Japan (New York: Kodansha, 1983)

Encyclopedia of Okinawa (Okinawa, Japan: Okinawa Times, 1983)

Noah S. Brannen Practical English-Japanese Dictionary (New York: Weatherhill, 1983)

Test Yourself:

I. In the above list, circle the references available in the school library. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. All of these reference books are in the school library.

_____ 2. General reference books and special reference books provide basically the same information.

_____ 3. Included in the list of general reference books is a collection of primary sources.

_____ 4. Included in the list of special reference books is a statistical abstract.

_____ 5. The best source of information on Japan is an almanac.

II.

1. Use each of the circled reference books. Note the title, one fact which you located in the reference, and the page number on which this fact is discussed.

Reference Title	One Fact	Page Number

2. Locate five other reference books which have information on Japan. Classify each book as a general reference book or a special reference book. Note the title and call number of each book.

Call Number	General Reference Books	Call Number	Special Reference Books

5. Using Continuing Sources

Description: In addition to reference books, continuing sources provide general and, usually, current information. Continuing sources are sources published often with "updated" information. They include articles, "human interest" stories, expressions of opinions, and revision of basic information. Some continuing sources of information about Japan, published in English, are listed below with a brief annotation.[13]

Biographical Dictionaries

A series of dictionaries including Literature (1976), History (1978), and Art (1982).

Japan Culture Institute Discover Japan, provides illustrative words, concepts, customs of the Japanese.

Japan Interpreter Echo, a journal of translations from Japanese into English. Presently entitled the Journal of Social and Political Ideas in Japan.

Japan Pictorial, a pictorial magazine issued quarterly.

Japan Quarterly, one of the more widely read periodicals on Japan in the United States.

Japan Report, a bi-monthly newsletter published by Japan Information Service, Consultate General of Japan, New York.

Japan Times, a popular newspaper in Japan. Available in a monthly bound volume of the daily overseas version.

Japan Statistical Yearbook, annual survey of Japan from the perspective of statistics.

Test Yourself:

I. In the above list, circle the continuing sources available in the school library. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. All of these continuing sources are in the school library.

_____ 2. All of these continuing sources provide basically the same information.

_____ 3. Included in the list are materials published by the government of Japan.

_____ 4. An appropriate addition to this list would be the National Geographic Magazine.

_____ 5. The best continuing source of information on Japan is an American local newspaper.

II.

1. Use each of the circled continuing sources. Note the title, one fact which you located in the source, date, and page number on which this fact is discussed.

Source Title	One Fact	Date	Page Number

2. Locate five other continuing sources of information on Japan. Note the title and the title of one article in each source.

Title	Title of the Article

Learning Activities to Develop Skill in Applying Critical Thinking

6. Analyzing First Impressions

Description: For many, first impressions are the most lasting impressions of others. These impressions, however, may be more emotional than rational, personal than social, and opinion than fact. Especially in visiting another land, first impressions may be a result of what one has read prior to the visit, how one is treated upon arrival, and whether the first night's sleep was restful. First impressions may also be the result of one's prejudices as to what is the right and the wrong way of behaving and enjoying life. Baggage carried on a trip is always both physical and cultural; first impressions are a result of both kinds of baggage.

One visitor to Japan describes his first impressions as follows.[14]

> In my mind's eye I pictured Tokyo as a noisy crowded city hemmed in by skyscrapers and polluted by an over-abundance of traffic. Somehow I imagined that the whole of Japan was almost one big urban mass with Mount Fuji somewhere in the middle. It was with surprise, therefore, that I saw the lush green color of the countryside. . . It was a richer green than anything I had seen before and it was the first jolt to my expectations.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. First impressions are usually correct.

_____ 2. First impressions include impressions of fact and value.

_____ 3. Baggage carried on a trip is contained in a suitcase.

_____ 4. According to the visitor, Japan is one big urban mass.

_____ 5. Mount Fuji is in the middle of Japan.

II.

1. Classify the visitor's impressions as emotion or rational thought, personal or social, opinion or fact. Give a reason for your classification.

2. Make a list of probable sources which, if identified, would help explain the visitor's first impressions.

3. Imagine you were the visitor, describe two other "jolts" to your expectations which you might experience.

4. One conclusion reached by the visitor was that Tokyo would be a very pleasant place to visit for a Westerner. Explain how the visitor probably reached this conclusion.

5. Another conclusion is noted below. Rewrite the conclusion in your own words.

There are many useful things Westerners could learn about the Japanese approach to problems just as there are many useful aspects of Western life that the Japanese have already taken up.

7. Retelling Comic Stories

Description: Comics in Japan are like comics in other cultures. They can be read in newspapers, magazines, weekly anthologies, and in comic books. Readers include young people as well as middle-aged executives since the story lines typically have diverse plots and characters to suit almost any taste. The popular comics feature athletes, samurai, teenage romance, "beautiful girls from unknown lands," gangsters, and others. In addition, white collar workers known as salarymen have become popular recently. The popularity of sarariiman manga (salaryman comics) suggests that large numbers of men identify themselves as saraiiman.

Noted below is a description of a sequence regarding sarariiman manga.[15]

Sarariiman manga

Frames 1-3 A young salaryman is reading about ninja, the shadowy spies and assassins of feudal Japan who were adept at avoiding notice. The salaryman is struck by the phrase, ninjutsu to wa nintai no koto nari ... "the art of invisibility is perseverance."

Frames 4-5 He goes to the institute where the ninja learn how to make themselves invisible. There he meets a wise old sage, to whom he shows a film entitled "One Day in the Life of a Salaryman."

Frames 6-7 The film is about white-collar workers who are perpetually jammed into commuter trains and abused by superiors in the office.

Frames 8 Impressed by what he has seen, the sage ceremoniously confers upon the young man the institute's entire repertory of certificates acknowledging mastery of perseverance and invisibility.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. Comics are found in different cultures.

_____ 2. Comics in Japan are primarily about life in Traditional Japan.

_____ 3. Sarariiman manga are comics about athletes.

_____ 4. The author of sarariiman manga is satirizing white-collar workers.

_____ 5. The sequence noted on the verso is basically humorous.

II.

1. Using the sequence on the verso, draw a comic strip illustrating its description of a salaryman.

2. Write appropriate comments by each character in the sequence in your own words. Place the comments in balloons by each character.

3. Contrast and compare this sequence with an American comic strip or cartoon.

4. Is it correct to say that comics are uniquely American? Give a reason for your answer.

5. Some commentators describe saraiiman manga as an idiom of contemporary Japan. Tell what is meant by this expression in your own words.

8. Smiling Appropriately

Description: Why and how people smile in different cultures has been a "puzzlement" to many. One reason may be that what is or not to be smiled at varies in different cultures. In one culture, something that allows a smile is not allowed in another culture. Many Japanese have great difficulty in figuring out why Americans smile when they do. Similarly, many Americans find the Japanese smile to be "eerie." Consider the following situation:

> As the bell rings to signal the departure of a subway train, a man comes running down the stairs to catch the train. Unfortunately, the doors slam in his face and the train leaves without him.

Caught in this situation, most Japanese will smile.

Why did the man smile? One explanation offered by a Japanese author was as follows:[16]

> But he wasn't smiling at all!
>
> The standard expression of the Japanese face is expressionlessness. Allowing emotions to come to the surface is all right for small children but ill bred in an adult. Japanese people consider remaining as expressionless as a no mask the modest thing to do.
>
> This kind of expressionlessness is like a plain piece of cloth--patternless but not colorless. It is in this sense that the standard Japanese expression is expressionlessness. Westerners have a pattern of expressions, which they change moment by moment to indicate joy, sorrow, anger, and other emotions. And not only the face but the whole body is used to show emotion. The Japanese, however, get by with a single, "monochrome" face.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. Everyone smiles in the same way and for the same reasons.

_____ 2. The man who missed his train was smiling.

_____ 3. The smile is the standard expression of the Japanese.

_____ 4. Most likely, an American would not smile if he missed his train.

_____ 5. Most Japanese have a "monochrome" face.

II.

1. Use a reference book and identify several masks used in the noh theater. Judging from these masks, is it correct to say that the masks are expressionless or that they have fixed expressions. Give a reason for your answer.

2. Suppose you were at a funeral. If you were an American, would you smile, remain expressionless, or show grief? If you were a Japanese, which face would you display? Why?

3. If the man had made his train, would he smile or keep his face expressionless? Explain your answer.

4. Contrast and compare his reaction with the reaction of an American.

5. After understanding the Japanese smile, an American also noticed that "when I watch pro baseball on TV the Japanese players smile when they strike out, and I never understood how they could smile at a time like that. Now I realize they weren't smiling at all." His Japanese host replied, "Right. That's absolutely right. And the foreign players act angry when they strike out. We Japanese always wonder who they're angry at." Explain their reactions in your own words and give a reason for the difference between smiling in Japanese and in "American."

9. Interpreting a Company Song

Description: Loyalty is a value prized in many cultures. In Japan, loyalty by a worker to his company is especially prized. Indeed, loyalty to company life is probably one of the factors which have made possible Japan's extraordinary economic success after the Pacific War.

One way to promote loyalty is by having workers sing a company song. Noted below is the song of Matsushita Electric, one of the largest consumer electronics companies in the world. Its workers produce Panasonic, Quasar, and other products. Where possible Matsushita employees begin each work morning by standing at attention at their desks and singing this song. They conclude their workday by singing the song again.[17]

"LOVE, LIGHT AND A DREAM"

Lyrics by Shoji Miyazawa; Music by Kozaburo Hirai

A bright heart overflowing
With life linked together,
MATSUSHITA DENKI.
Time goes by but as it moves along
Each day brings a new spring
Let us bind together
A world of blooming flowers
And a verdant land
In Love, Light and a Dream.

We trust our strength together in harmony
Finding happiness,
MATSUSHITA DENKI.
Animating joy everywhere,
A world of dedication,
Let us fulfill our hopes,
Shining hopes,
Of a radiant dawning
With Love, Light and a Dream.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. Loyalty is a value found in many cultures.

_____ 2. In Japan, as in the United States, employees sing the company song each morning.

_____ 3. The most important element in the company song is the worker.

_____ 4. Singing a company song helps build loyalty to the company.

_____ 5. Another kind of loyalty is patriotism.

II.

1. List three ways in which this song helps to develop loyalty by the workers for Matsushita.

2. Tell in your own words the meaning of the title of the song.

3. Is it correct to say that loyalty to a company is more important than loyalty to one's family? nation? Explain your answer.

4. Contrast and compare this song with your school song. Which is more useful in developing loyalty? Why?

5. Company songs were popular in the United States at one time. Now, they are becoming less often sung. Devise a set of principles which, if applied to Japan and the United States, would explain the demise of the company song.

10. Contrasting and Comparing Celebrations

Description: Celebrating the last days of a year is common to many cultures. In Japan, December is by far the busiest month of the year. It is the season when presents are exchanged. Upon receiving a present, one is obligated to give a gift in return. It is also the time for a special bonus, sometimes equal to a three month salary. With the added income, most people choose to by a major appliance or go on a trip. In most companies, the last days are celebrated with a party. It is the one time in the year when workers can forget the boss is the boss and let loose with singing, dancing, and joking. New Year cards are exhanged. The house is cleaned and all debts are settled.

Celebrating the last days is countinued with celebrating the first days of the New Year. Elaborate decorations of pine, bamboo, and ricestraw rope are seen in front of many houses. Special meals are served throughout the day. Children often receive a gift of money placed in a small decorated envelope. On January 2, a lucky dream supposedly predicts what type of year it will be for the dreamer. The best subject for the dream, according to a Japanese proverb, is "Ichi Fuji, ni taka, san nasubi" (First, Mt. Fuji; second, a hawk: third, an eggplant). A hopeful dreamer will often draw a picture of what he wants to dream about and place the drawing under his pillow.[18]

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. The last days of a year are celebrated in Japan.

_____ 2. The busiest month of the year is January.

_____ 3. Celebrating the last days of a year is the last celebration until December of the next year.

_____ 4. Some Japanese think that dreams will predict the future.

_____ 5. Some Japanese customs are similar to American customs of celebrating Christmas.

II.

1. Why is December the happiest month of the year for many Japanese? Cite three reasons for your answer.

2. Use a Japanese-English dictionary and determine the meaning of the following terms when used to describe celebrating the last and first days of the year: oseibo, bonen-kai, omiskoa, osechi ryori, kadomatsu.

3. Relative to their incomes, do Americans or Japanese probably have more money to spend on celebrating the last days? Explain your answer.

4. Contrast and compare the celebration of the last days of the year in Japan and the United States.

5. According to one account, the dream noted on the verso means the following:

A dream of Mt. Fuji means that the dreamer will rise above others.
A hawk signifies that the dreamer will have a "soaring" year, and the eggplant, because it is productive, suggests a fruitful year.

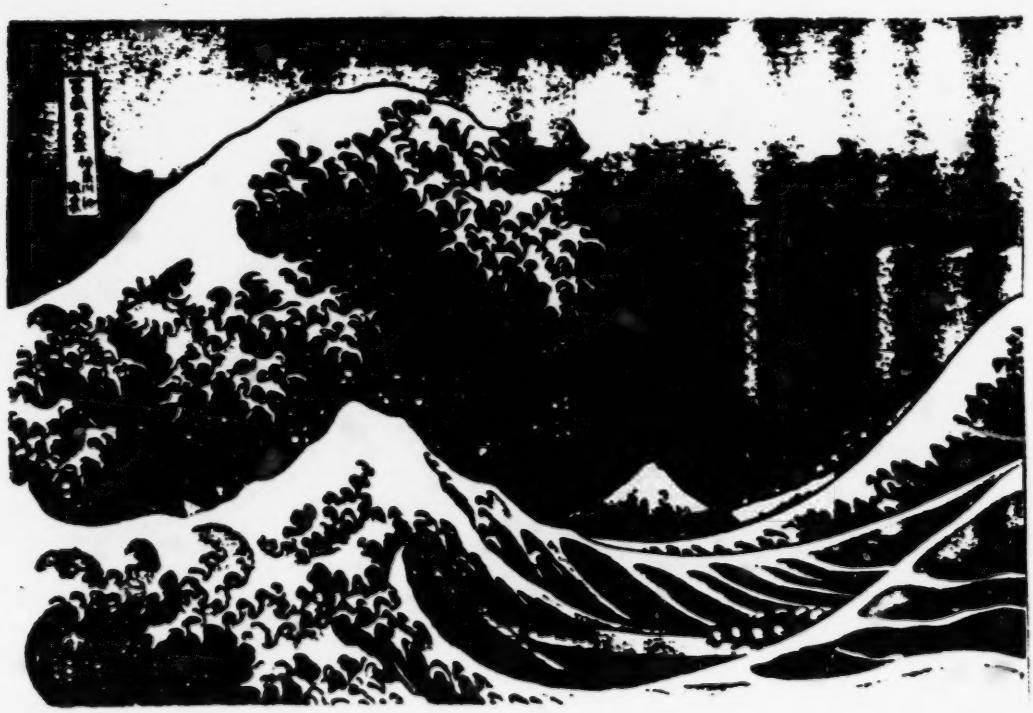
Tell the meaning of the dream in your own words.

Learning Activities for Developing Skills in Interpreting Geography

11. Analyzing Landscapes

Description: One way to express views of the environment is with the arts. In Traditional Japan, wood block prints were especially popular art and often expressed views of the environment. A famous wood block print artist was Hokusai (1760-1849). He was born in a district east of Edo (Tokyo), studied various artists of his time, and eventually developed his own style. He became the first Japanese printmaker to focus upon landscapes - in particular, landscapes of Mount Fuji. Hokusai painted Mount Fuji as it was viewed from different places in Japan. His prints were naturalistic and unique.

Among his most famous painting were the Thirty-Six Views of Mount Fuji. One of the greatest of these prints is the "Great Wave Off the Coast of Kanagawa" shown below.[19]



Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. The only way to express a view of the environment is with the arts.

_____ 2. Hokusai was a famous oil painter.

_____ 3. Hokusai was the first Japanese artist to focus upon seascapes.

_____ 4. Mount Fuji was a popular subject of Hokusai's prints.

_____ 5. The popularity of Hokusai's prints attests to the Japanese love of their land.

II.

1. Use library references and identify three other arts and/or artists who lived about the time of Hokusai.

2. Is it correct to say that Hokusai's prints could be considered "ukiyoe?" Give a reason for your answer.

3. Contrast and compare Hokusai with an American artist during the early period of the history of the United States.

4. Study a copy of the Thirty-Six Views of Mount Fuji and make a list of ten similarities among the prints.

5. The last words of Hokusai were as follows:

   If Heaven will give me five more years of life,
   I will become a real painter.

   Indicate the meaning of his last words in your own words.

12. Drawing Inferences about the Location

Description: Inferences are conclusions based upon available evidence. Inferences can be classified as Type 1 and Type 2. Type 1 inferences are implications based upon hints. These inferences are made indirectly from information. Type 2 inferences are deductions based upon facts. These inferences are made directly and result in logical conclusions. For example, a student read the following description of the location of Japan.[20]

> Nippon is an elongated archipelago consisting of 1,042 islands with a land area of 143,000 square miles; only four of these islands, however, are of major size. Nippon is located off the coast of Asia. It extends over 18° 30' of latitude from the 27th to the 45th parallel north (the distance from Key West, Florida to Nova Scotia on the Atlantic coast of North America.) The islands are located at the meeting point of the great ocean currents of the Pacific, and lie partly in the subtropical zone and partly in the temperate zone. The southernmost islands are on the tropical monsoon belt of Asia, there being no intermediate desert between the tropical and subtropical zones on the eastern face of the continent. The archipelago consists of a series of mountain tips rising from the Pacific. In the four major islands, 75 percent of the land surface is covered by mountains which are heavily watered and contain numerous deep-cleft valleys. The plainlands are noncontinuous.

After reading this description, the student made the following statements.

1. Nippon is larger than the United States.
2. Nippon is an island nation.
3. The British Isles extend over a greater number of degrees of latitude than Nippon.
4. Nippon's location is strategically insignificant.
5. Nippon's location is an asset in obtaining fish.

Test Yourself:

I. In the above list, circle the statements which are Type 1 inferences. Underline the statements which are Type 2 inferences. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. All of the above statements are inferences.

_____ 2. Any conclusion is an inference.

_____ 3. Type 1 inferences are based upon facts and logic.

_____ 4. Type 2 inferences are based upon hints.

_____ 5. Most of the above statements are Type 2 inferences.

II.

Make two additional inferences from the information about the location of Japan.

1. _____

_____

2. _____

_____

3. & 4. Classify the inferences as Type 1 or Type 2. Give a reason for your answer.

Inference Type

1. _____ Reason _____

2. _____ Reason _____

5. Is it correct to say that the Japanese would probably accept this description of the location of Japan? _____

Explain your answer.

13. Interpreting Satellite Images

Description: One way to view the Japanese landscape is with Landsat I, an unmanned satellite used for surveying the earth's surface and resources. Landsat I gathers data primarily through remote sensing which records electromagnetic radiation ranging from the ultraviolet to the microwave portions of the spectrum. Many experts apply this information to solving practical problems including food production and energy supplies. Landsat I images make it possible to visualize land surfaces with enough clarity to recognize many natural and cultural features. Moreover, Landsat I images are quite striking as works of scientific art.

In a Landsat image, natural colors have been changed. However, the changes are consistent and represent different physical features. Landsat colors and the features which they illustrate are described on the chart below.

Landsat Color	Physical Features
Shades or red	Growing vegetation, forests, grassland, crops
Light pink to light brown	Harvested cropland
Light brown to white	Dry land, no vegetation
Browns and yellows	Rocks and soil, rangelands
Pure white	Clouds or snow & ice
Bluish gray	Cities and towns
Bluish black in patterns	Cities and highways
Dark blue or black	Clear, deep water
Light blue	Muddy, silted, polluted water, usually shallow

Landsat I images of Japan are noted below.[21]

A. Kyushu Island
B. Osaka
C. Tokyo
D. Kuril Islands

Test Yourself:

I. Circle the images which depict geographic features in Japan. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. Some of these images indicate Japan is mountainous.

_____ 2. A likely place for testing nuclear devices is illustrated by image C.

_____ 3. These images suggest Japan has similar natural features.

_____ 4. No cultural features are shown by the images.

_____ 5. Each image is factually correct.

II.

1. Locate ten natural and cultural features indicated by the images on an outline map of Japan.

2. Match the following places with the appropriate images.

Images	Places
A	Capital of Japan
B	The second largest city in Japan
C	City on which the second atomic bomb was dropped
D	Most Western of the major islands of Japan
	Site of the first capital of Japan
	Kwanto Plains

3. Make a list of comparisons and contrasts between Japan and the United States suggested by Landsat images of both nations.

14. Distinguishing among Prefectures

Description: Japan is divided into different provinces or prefectures which vary greatly in physical and cultural features. Selected features of some of the prefectures are described below.[22]

Prefecture #1

----- is a prefecture of great and varied natural beauty. It ranges from the majestic Northern Japan Alps, with peaks rising to heights of three thousand meters, to the sea level waju district in the south, where the villages are surrounded by levees to protect them from the Kiso, Nagara, and Ibi rivers flowing through the area.

Prefecture #2

Glace at a map of Japan and you will see the Noto Peninsula extending like a boot from the central part of Honshu north into the Japan Sea. The peninsula and the area around its base constitute ----- Prefecture, with an area of approximately 4,200 kilo meters and a population of some 1,100,000. Its people are noted for their diligence and strength of character.

Prefecture #3

-----, the northernmost prefecture in Japan, is a complete island in itself, covering 83,512.87 square kilometers (including the Northern Territories), or about 22% of all Japanese land. Located with 148°53' and 139°20' east longitude and 41°21' and 45°33' north latitude, it is enclosed by the Japan Sea, the Sea of Okhotsk and the Pacific Ocean.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. Japan is divided into different prefectures.

_____ 2. Prefectures of Japan vary greatly in physical features.

_____ 3. Prefecture #1 is the most northern prefecture in Japan.

_____ 4. Prefecture #2 is located on Kyushu.

_____ 5. Prefecture #3 is located on Honshu.

II.

1. Use a library reference and identify each of the prefectures described on the verso.

2. Locate these prefectures on an outline map of Japan. Indicate the major landforms and waterforms, and cities in each prefecture.

3. Is it correct to say that Japan's prefectures are relatively equal in size? Give a reason for your answer.

4. Contrast and compre a prefecture with a State in the United States.

5. Use prefecture #3 as a starting point and plan a trip to one place of importance in ten other prefectures departing from Tokyo. Show the proposed trip on the outline map and list your stops in a key. Give a reason for each stop.

15. Evaluating Boundaries

Description: Ever since the Pacific War, the USSR has controlled certain islands off the northeastern tip of Hokkaido. The Japanese call these islands the Northern Territories. The Northern Territories consist of the islands of the Habomai group, Shikotan, Kunashiri and Etorofu. These islands lie off the northeastern tip of Hokkaido and stretch out in a northeasterly direction. The Northern Territories have a total land area of 4,996 kilometers. In terms of distance, Kaigara, one of the Habomai group, is situated only 3.7 kilometers from the tip of Hokkaido's Cape Nosappu. Around these islands are some of the best fishing grounds in the world.[23]

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Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. From the Soviet point of view, the Northern Territories belong to the USSR.

_____ 2. From the Japanese point of view the Northern territories belong to Japan.

_____ 3. The Northern Territories are located off the coast of Honshu.

_____ 4. These islands are important for religious reasons.

_____ 5. The Northern Territories are more than 100 miles from the main islands of Japan.

II.

1. Locate the Northern Territories on an outline map of East Asia. Use an atlas and indicate which nation owns these islands according to the Atlas.
2. In the Peace Treaty signed on September 8, 1951, Japan renounced "all right, title, and claim to the Kurile Islands and to southern Sakhalin." Did the Peace Treaty indicate the Northern Territories were accordingly also renounced?
3. Use a reference book and determine if the Soviet Union actually fought in the Pacific War or signed the Peace Treaty.
4. Is it correct to say that the Pacific War is over and all issues have been settled? Explain your answer.
5. In recent years, the Japanese Diet regularly adopts resolutions demanding return of the Northern Teritories. Ceremonies are held each year to express concern over this issue. More than 20 million Japanese have signed petitions urging return of the Northern Territories. In your view, who should determine the boundaries of the Northern Territories? Why?

Learning Activities for Developing Skill in Understanding History

16. Making a Timeline of Japanese History

Description: Japan's history can be represented on a timeline. The timeline may be vertical or horizontal and is divided into equal units which represent the same number of years. The years are marked on the timeline. Events are identified on the timeline by a label and date OR a letter/number which identifies the event by a key placed below the timeline. A common practice is to identify events according to the new Christian calendar and omit the designation of A.D. in identifying modern dates. Dates identified by B.C. indicate the approximate number of years of the event before the birth of Christ. As different people use different calendars, dates are not precise indicators of when events occurred. Rather, they are most useful for organizing events in order of occurrence.

Some of the more important dates in the history of Japan include the following:

660 B.C.

57 A.D.

710 A.D.

794 A.D.

1192 A.D.

1338 A.D.

1603 A.D.

1853 A.D.

1868 A.D.

1912 A.D.

1945 A.D.

Test Yourself:

I. Use the above list of dates and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. These dates are important dates in Japanese history.

_____ 2. These dates are identified by the new Christian calendar.

_____ 3. Everyone would probably agree that the events represented by these dates occurred precisely on these dates.

_____ 4. These events could be placed on a timeline.

_____ 5. This timeline could be organized according to the reign of emperors.

II.

1. Identify an event which occurred on each of these dates in Japan's history.

2. Make a horizontal timeline which identifies 10 of these events.

3. Make a vertical timeline which identifies these events according to the reign of emperors.

4. Which timeline represents a more accurate history of Japan? Explain your answer.

5. Is it correct to say that both timelines indicate cause and effect relationships among events? Explain your answer.

17. Identifying Turning Points

Description: Turning points in history are major events which lead to a life different from the way of life before the event. The event may be singular or part of a chain of events. It may resolve a problem or result in new problems. An example of a turning point in history is a battle which changed the course of a war. Such a battle was the use of atomic weapons at Hiroshima in 1945. Other major battles in the history of Asia are noted below.[24]

Leyte 1944

Mukden 1905

Plassey 1757

Panipat 1526

Sekigahara 1600

Hakata and Takashina 1274/1281

Chang-ping 280 B.C.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. None of these battles involved the United States.

_____ 2. These battles were turning points in the history of Asia.

_____ 3. Most of these battles occured since the time of Christ.

_____ 4. Two of these battles were fought during World War II.

_____ 5. These battles indicate wars have been fought in every major culture of Asia.

II.

1. Use a historical atlas and locate each of these battles on an outline map of the world.

2. Identify the area in which each battle was fought by indicating the name of the nation on the verso.

3. Use a reference book and determine the combatants, major issues, results of five battles.

4. Is it correct to say that each of these battles was a turning point in the history of Asia? Give a reason for your answer.

5. Note five other battles which were turning points in the history of Asia. Use a reference book and determine the combatants, major issues, and results, of each battle.

18. Interpreting Disasters

Description: Various disasters happen in Japan as in other cultures. Among the more common and terrifying disasters in Japan are effects of earthquakes. According to a Japanese myth, earthquakes are caused by a large catfish living beneath a hugh boulder in a shrine north of Tokyo. In fact, however, Japan is located in the "Ring of Fire" -- the major earthquake belt. The tectonic plates beneath Japan are always shifting. The soil which underlies much of Tokyo tends to amplify the vibrations of a large earthquake. Some earthquakes have been especially severe such as the earthquake of 1923. Every year since this earthquake, many Japanese participate in disaster drills.

Below a frequent visitor to Tokyo describes his impressions of waking up one morning:[25]

> The tremor is gentle, a mere shudder, a quiver full of expectation--and dread. It brings me out of my sleep, and sitting up, I feel it in the pit of my stomach, at the roots of my hair and in my accelerated pulse. I feel terror and a kind of excitement--excitement akin to lust. Is it lust for destruction? Perhaps. I know, as much as I pretend not to know, that someday the big quake will come. Someday, but not this time.
>
> The trembling subsides and then vanishes. But I know it will come again--sometimes as often as 10 times a day, according to the statistics.
>
> It is a few minutes past five, and dawn is just breaking. Streetlights are turned off, but there are still no people in the streets. Soon enough the joggers in their brightly colored warmup suits will begin their three-mile runs around the Imperial Gardens. But now all is still. The fountains in the office building plazas are dry, and the six deserted lanes of the Uchibori-dori traffic artery slice through the green fringes of the park for no apparent reason.
>
> From my ninth-floor hotel room I can see for miles and miles across parks and palaces, all the way to the hazy horizon, with its bulky new police headquarters and its faithful replica of the Eiffel Tower. Tokyo is stirring for another day.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. The only disaster which happens in Japan is an earthquake.

_____ 2. Japan is located in a major earthquake belt.

_____ 3. The major cause of earthquakes is a cracking of a tectonic place.

_____ 4. A visitor in Tokyo is unlikely to feel any tremors during a stay of a year.

_____ 5. A major earthquake happened in Tokyo in 1923.

II.

1. Locate Tokyo and the "Ring of Fire" on an outline map of the world. Note three other places which would probably have earthquakes.

2. Use a library reference and determine the impact of the earthquake of 1923 upon Tokyo.

3. Contrast and compare the threat of earthquakes in Japan to the threat of earthquakes in the United States.

4. If Tokyo has many tremors, then few people would choose to live in Tokyo. Is this statement a logical conclusion? a correct conclusion? Give a reason for your answer.

5. Use a Reader's Guide and locate an article on a recent earthquake in Japan. Make an oral report on the article telling what happened, showing where it happened on a wall map, and indicating why it was important.

19. Determining When

Description: The science of assigning an event its proper date is called chronology. One way to determine when an event happened is to use available reference materials and associate appropriately various known facts about history and politics, the arts, science and technology, and other available information in order to determine the year in which the event happened. Sometimes, the event itself is not known precisely. Thus, historical inquiry often determines not only when but also what happened. Having determined these two aspects of the event, subsequent inquiry investigates how, why, where the event happened and who was involved.

For example, a file of materials was recently discovered in which the following items were included.[26]

A copy of President Roosevelt's "Four Freedoms" speech.

A newspaper account of the completion of the Mount Rushmore National Monument.

A playbill of a performance of Blithe Spirit.

A census table indicating the population of China as 450 million, India as 389 million, and Japan as 105 million.

A brochure describing the Colorado Aqueduct.

A report from the American Ambassador indicating that Japan might attack the United States.

A copy of Time magazine indicating that Greta Garbo retired.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. Determining when something happened is easy to do.

_____ 2. All of the events noted on the verso are related.

_____ 3. Most of these events happened in the United States or Asia.

_____ 4. The major event of this year is not included in the list noted on the verso.

_____ 5. These events happened in 1941.

II.

1. Use a reference book and determine if the facts included in the file noted on the verso were about an event in 1940, 1941, 1945, or 1950. Give two reasons for your answer.

2. Identify two additional events which happened during the year noted in the first question.

3. Classify these events noted on the verso in terms of history and politics, the arts, science and technology, and other.

4. Note two other categories of events which should be considered in trying to understand what happened in the year noted in the first question. Cite two examples of each category.

5. Is it correct to say that the year noted in the first question was a turning point in the history of Japan and the world? Give a reason for your answer.

20. Evaluating the Past

Description: A benefit of historical knowledge is development of the ability to evaluate the past. Like other people, the Japanese have consciously sought to evaluate their past, particularly, since their crushing defeat in 1945. One way to evaluate the past is to take the persepctive of a century and contrast life then with life a century later. A recent Japanese historical account of their past included the following comments.[27]

> The past century has indeed been one of great change for Japan. When Japan re-opened its doors to the outside world in the middle of the 19th century, it was stagnating under a feudal system which had divided society into four distinct castes: warriors, farmers, artisans and tradesmen. So all pervasive was this caste system that it exercised control over the very lives of the people to the extent of prescribing exact rules on all activities relating to daily life and behaviour. Even the use of language, both written and oral, was determined by the individual's respective social class. The Confucian ethic constituted the foundation on which all relations between superiors and inferiors, one's obedience to authority, and the concept of master-servant were formalized. Society was stable, but thoroughly immobilized.
>
> ... In looking back over the historical records of the Japanese people at the time of the Meiji Restoration, what strikes us most is that, in the face of a situation fraught with both opportunity and danger, they possessed a determination which carried them with courage and indomitable faith through the vicissitudes of success and failure.
>
> When the Japanese people of today look back with pride over the successful accomplishment of their nation's modernization, they should at the same time be grateful for the good fortune which to a certain degree made this possible.

Test Yourself:

I. Use the above information and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

_____ 1. This account is about a century of change.

_____ 2. Japan was a closed society in the middle of the 19th century.

_____ 3. Japan became a modern nation in less than a century.

_____ 4. Traditional Japan was influenced by Confucianism.

_____ 5. Many of the characteristics of Traditional Japan have changed.

II.

1. Use a library reference and determine when: Japan re-opened its doors to the outside world, the first Consul General of the United States arrived in Japan, and the dates of the Meiji Restoration.

2. Describe success and a failure of the Japanese people in this century of change.

3. Contrast and compare changes in Japan with changes in the United States during this century of change.

4. Is it correct to say that the century of change described on the verso concluded in the year of 1969? Give a reason for your answer.

5. Write a concluding paragraph to the account on the verso which indicates the major features of modern Japan today.

Checklist

Directions: Answer the following questions with a: Y for "yes," if you can perform this skill; N for "no," if you cannot perform this skill; S for "sometimes," if you can perform this skill sometimes.

I

In reading materials on Japan, can you:

_____ 1. describe the Emperor?

_____ 2. diagram vetical groups?

_____ 3. classify primary and secondary sources?

_____ 4. use appropriate reference books?

_____ 5. use appropriate continuing sources?

II

In applying critical thinking about Japan can you:

_____ 6. analyze first impressions?

_____ 7. retell comic stories in your own words?

_____ 8. smile appropriately when missing a train?

_____ 9. interpret a company song?

_____10. contrast and compare celebrations?

III

In interpreting the geography of Japan, can you:

_____11. analyze landscapes?

_____12. draw inferences about location?

_____13. interpret satellite images?

_____14. distinguish among prefectures?

_____15. evaluate the Northern boundaries?

IV

In understanding the history of Japan, can you:

_____16. make a timeline?

_____17. identify turning points?

_____18. interpret disasters?

_____19. determine whan a major event happened?

_____20. evaluate explanations of the past?

Test

1. A description of the Emperor is an example of:

   A. autobiography;

   B. biography;

   C. fiction;

   D. a Japanese point of view.

2. Showa 1 is the same year as:

   A. 1926;

   B. 1941;

   C. 1951;

   D. 1972.

3. Ie is a Japanese word for:

   A. Imperial government;

   B. social class;

   C. family system;

   D. economic policy.

4. The head of the Ie is to the household as the Emperor is to:

   A. a prefecture;

   B. army;

   C. large corporation;

   D. Japan.

5. A primary source is a:

   A. factual source;

   B. first hand account;

   C. second hand account;

   D. fictional source.

6. Which of the following is not a primary source?

   A. A reprint of the 1868 Constitution;

   B. The diary of Emperor Hirohito;

   C. Background narrative in a textbook on Japan;

   D. A copy of the 1951 Peace Treaty.

7. The Asia Yearbook is an example of a:

   A. general reference book;

   B. special reference book;

   C. primary source;

   D. Chinese source.

8. Which of the following is the best reference for primary sources in Japanese history?

   A. an almanac;

   B. a collection of documents;

   C. a travel guide;

   D. the Kodansha Encyclopedia of Japan.

9. Japan Report is an example of a/an:

   A. special reference;

   B. American source;

   C. Japanese source;

   D. a source published in Taiwan.

10. Continuing American sources differ from Japanese sources of information on Japan as American sources are:

   A. free of bias;

   B. anti-Japanese;

   C. government publications;

   D. produced in the United States.

11. First impressions may be:

    A. more emotional than rational;

    B. more personal than social;

    C. more opinion than fact;

    D. all of the above.

12. An example of cultural baggage is:

    A. prior reading;

    B. things carried in a suitcase;

    C. Polaroid pictures;

    D. a passport.

13. Sarariiman manga are comics about:

    A. athletes;

    B. superheroes;

    C. officials;

    D. white collar workers.

14. Readers of comics in Japan are primarily:

    A. illiterate;

    B. young people;

    C. girls;

    D. all ages.

15. Smiling is basically:

    A. the same in all cultures;

    B. differs in different cultures;

    C. an act of happy people;

    D. a physical, not a cultural reflex.

16. If a Japanese baseball player strikes out, most likely, he would:

    A. frown;

    B. get angry;

    C. smile;

    D. say a prayer.

17. Company songs in Japan are used to develop;

    A. friendship;

    B. loyalty;

    C. musicians;

    D. honesty.

18. One of the reasons for Japan's economic success after the Pacific War is:

    A. availability of raw materials;

    B. discovery of oil in Hokkaido;

    C. worker loyalty to a company;

    D. assistance from the Soviet Union.

19. The busiest month of the year in Japan is:

    A. June;

    B. August;

    C. October;

    D. December.

20. Celebrations of the last days of a year in Japan and the United States are:

    A. similar;

    B. different;

    C. causally related;

    D. influenced by Christianity.

21. A major feature of the landscape of Japan is:

    A. Mount McKinley;

    B. Himalaya Mountains;

    C. Mount Fuji;

    D. Hokkaido Mountains.

22. Which of the following features is <u>not</u> typical of Hokusai's art?

    A. created during the Rembrandt;

    B. focused upon nature;

    C. demonstrated in wood block prints;

    D. illustrates the "ukiyoe" tradition.

23. Japan is a/an:

    A. subcontinent;

    B. the largest nation in size in Asia;

    C. located in the Western hemisphere;

    D. elongated archipelago.

24. In terms of physical features and population, Japan is similar to:

    A. California;

    B. New York, New Jersey, Pennsylvania, and New England (except Maine);

    C. Pacific Northwest;

    D. Michigan, Wisconsin, Minnesota, Iowa, and Illinois.

25. Shades of red on a Landsat image indicates:

    A. harvested cropland;

    B. dry land;

    C. rangelands;

    D. growing vegetation.

26. A comparison of Landsat images of Japan and the United States indicates:

    A. similar landforms;

    B. location at the same latitudes;

    C. vast oil reserves;

    D. slightly smaller than California in size.

27. A prefecture is a/an:

    A. administrative unit;

    B. region;

    C. island;

    D. megalopolis.

28. Japan is to a prefecture as the United States is to a:

    A. state;

    B. region;

    C. county;

    D. Washington D.C.

29. The Northern Territories are now controlled by:

    A. Japan;

    B. United States;

    C. People's Republic of China;

    D. Soviet Union.

30. Honshu is located:

    A. northeast of the Northern Territories;

    B. southwest of the Northern Territories;

    C. northwest of the Northern Territories;

    D. southeast of the Northern Territories;

31. Events marked on a timeline of Japanese history indicate more events happened in years marked:

    A. B.C. rather than A.D.;

    B. A.D. rather than B.C.;

    C. Chinese influence than isolation;

    D. American influence than Chinese influence.

32. If organized by the reign of emperors, a timeline of Japanese history indicates the reign of Emperor Hirohito is:

    A. a typical reign;

    B. not as long as the reign of Emperor Meiji;

    C. longest in modern history;

    D. longest in history.

33. Which of the following was <u>not</u> a major turning point in Japanese history?

    A. Hiroshima;

    B. Hakata;

    C. Sekigahara;

    D. Chang-Ping.

34. Of the battles noted above which involved the United States?

    A. Hiroshima;

    B. Hakata;

    C. Sekigahara;

    D. Chang-ping.

35. The "Ring of Fire" is a major:

    A. tsunami region;

    B. earthquake belt;

    C. shrine north of Tokyo;

    D. a tectonic plate.

36. If you lived in Tokyo and were aware of all of the tremors in a year, about how many would you note:

    A. 10;

    B. 120;

    C. 1800;

    D. 3600.

37. An appropriate answer to the question of when is a/an:

    A. date;

    B. place;

    C. reason;

    D. opinion.

38. Which of the following indicates when an event happened?

    A. a bibliography;

    B. a biography;

    C. a chronology;

    D. an almanac.

39. How many years have passed since the Meiji Restoration?

    A. a decade;

    B. twenty-five years;

    C. half a century;

    D. more than a century.

40. Traditional Japan is the era from the:

    A. earliest years to Showa;

    B. earliest years to Meiji;

    C. earliest years to 1900 A.D.;

    D. since Jimmu.

Notes

1 Unfortunately, there has been a significant decline in mastery of skills by social studies students. The decline is most marked by secondary students in contrast to no significant change by elementary students. Between 1972 and 1976, for example, the National Assessment of Social Studies indicated a significant decline for 13-year-olds and 17-year-olds but not for 9-year-olds. The decline for 13-year-olds was greater than the decline for 17-year-olds. See National Assessment for Education Progress Changes in Social Studies Performance, 1972-1976 (Denver, Colorado: National Assessment of Educational Progress, 1978) pages 17-18.

2 The 1963 Yearbook of the National Council for the Social Studies (Washington D.C.: NCSS, 1963) identifies shared and primary skills. Some of these skills are discussed in the 1970, 1971, 1975, and 1976 Yearbooks. The NCSS Bulletin 54 1977 includes discussion of skills education in the context of teaching world history.

3 The inquiry and discipline models of thinking are described by I. A. Snook in "Teaching Pupils to Think" Studies in Philosophy and Education #2 1973 pages 146-162.

4 Representative learning activities are described in Focus on Asian Studies and Papers of the Service Center for Teachers of Asian Studies.

5 "Decision-making" was the focus of the 1977 Yearbook of the National Council for the Social Studies (Washington D.C.: NCSS, 1977).

6 Recent suggestions to "globalize" the curriculum include Jacqueline Johnson and John Benegar Global Issues in the Intermediate Classroom (Boulder, CO: SSEC, 1981), Kenneth A. Switzer and Paul T. Mulloy Global Issues for the High School Teacher (Boulder, CO: SSEC, 1979). Referents to Japan are few in these activities which are presumably designed to develop skills and understanding of the world.

7 Typical geography learning activities include reviewing latitude and longitude, and relate world regions. Typical history learning activities include using the calendar, and classifying events according to ancient, medieval, and modern times.

8 The pitfalls in processing historical information with uniform devices is discussed by Elizabeth L. Eisenstein in "Clio and Chronos" History and the Concept of Time (Middleton, Connecticut: Wesleyan University Press, 1966).

9 Described in James Hantula Basic Skills in Asian Studies: China, Service Center for Teachers of Asian Studies Paper 13 pages 6-8.

10 These procedures follow closely the Oregon Direct Instruction model derived from recent correlational studies on reading and mathematics instruction in the elementary grades. This model is described by Barak Rosenshine and Linda Meyers in "Staff Development for Teaching Basic Skills" Theory Into Practice June 1978 pages 267-271.

11 "Japan's Scientific, Cosmopolitan Emperor" Japan Report 30:4 April 1984, pg. 4.

12 See the series of discussions of vertical groups in the 1977 issues of Japan Report.

13 Using continuing sources in the context of law education is described by Susan Gustafson in "Law in Japan" Modern Japan (Seattle, WA: East Asia Resource Center, 1983) pages 105-107. Also see the suggestions by Richard Anderson in the article which follows on page 108-123.

14 David Brown "First Impressions" Japan Report 30:1 January 1984, pages 5-6.

15 Kenneth Skinner "The Idioms of Contemporary Japan" Japan Interpreter Summer 1979 12:3-4, page 449.

16 Masuhara Yoshihiko "The Japanese Smile" Japan Echo 8:2, 1981, page 122+.

17 This song was reprinted in Social Education May 1981, pages 122+.

18 "Hurrying toward the New Year" Japan Report December 1983, p. 6.

19 Excellent reproductions of other views of Mount Fuji are included in The Thirty-Six Views of Mount Fuji by Hokusai (Honolulu, HI: East-West Center Press, 1966). In addition to Mt. Fuji, there are three other famous landscapes of Japan: Miyajima -- a temple island in the Inland Sea near Hiroshima, the "Bridge of Heaven" -- a pine covered sandpit on the Japan Sea coast north of Kyoto, and Matshushima -- a cluster of islands in a bay near the city of Sendai in northern Japan.

20 Other definitions of Japan are included in current editions of almanacs.

21 See Mission to Earth: Landsat Views the World (Washington D.C.: NASA, 1976) for Landsat images of Japan.

22 Prefecture #1 is Gifu. Prefecture #2 is Ishikawa. Prefecture #3 is Hokkaido.

23 Current discussion of the Northern Territories issue is included in the comments upon Japan today in the January Issue of Asian Survey.

24 Among other battles, these are discussed in Walter Markov Battles of World History (New York: Hippocrene, 1979).

25 Hermann Schreiber "Tokyo: The Tremor Next Time" Geo July 1981 3:7, page 127.

26 The year is 1941.

27 Included in Japan in Transition (Tokyo: Ministry of Foreign Affairs, 1968).

References

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1.	Ellis S. Krauss "Leadership in Japan" Focus on Asian Studies Winter 1985 4:2, page 12+.
2.	Chie Nakane Japanese Society (Berkeley, CA: University of California, 1970).
3.	Ryusaku Tsunoda Compiler Sources of Japanese Tradition (New York: Columbia, 1958).
4.	G. Raymond Nunn Asia: Reference Works (London: Mansell, 1980).
5.	Kodansha Encyclopedia of Japan (New York: Kodansha, 1983).
6.	Fosco Maraini Tokyo (New York: Time-Life, 1976).
7.	"From Margaret and Champion - A Focus Feature on Comic Books" in Social Education May 1981, pages 324-325.
8.	See issues of Japan Echo for other behaviors.
9.	Other reasons for Japan's success are discussed in Michio Morishima Why Has Japan Succeeded? (Cambridge: Cambridge University Press, 1982).
10.	Japan Culture Institute Discover Japan serial.
11.	Hugo Munsterberg The Japanese Print (New York: Weatherhill, 1982).
12.	"A Simple Atlas" of Japan is available from the International Society for Educational Information (Tokyo). Also useful is the National Geographic Map on Japan (1984).
13.	Educator's Guide For Mission to Earth (Washington D.C.: (Government Printing Office, 1978).

Learning Activity	Reference
14.	Japan (Washington D.C.: Government Printing Office, 1983).
15.	Discussion of this and other issues is included in Masataka Kosaka, A History of Postwar Japan (New York: Kodansha, 1982).
16.	Paul H. Varley A Syllabus of Japanese Civilization (New York: Columbia, revised edition).
17.	Bernard Grun Timetables of History (New York: Simon and Schuster, 1979).
18.	Tokyo from Edo to the great earthquake of 1923 is described in Edward Seidensticker Low City, High City (New York: Knopf, 1983).
19.	Laurence Urdang, Editor, Timetables of American History (New York: Simon and Schuster, 1981).
20.	Edwin O. Reischauer Japan (New York: Knopf, 1981).